

# CHARLOTTE TEACCH CLASSROOM TRAINING

STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: ACADSTUSKILL

Revision Date: July 2013

STUDENT: Phil O'Brien DOB: \_\_\_\_\_ AGE: 11

SCHOOL PLACEMENT: Charter School GRADE: 4

EDUCATION PLACEMENT/SERVICES (Self-Contained, Cross-Cat., Reg. Ed, etc.): His last IEP showed self-contained as being the LRE; however, he was mainstreamed for specials and math.

RESOURCE SERVICES (SLP, OT, PT, etc.) Phil continues to qualify for Speech & Language Therapy and Occupational Therapy.

CURRENT CONCERNS: Continue developing reading endurance, speed, accuracy, and comprehension, continue vocabulary, improve consistency with 3-digit by 2-digit multiplication.

SPECIAL INTERESTS & LIKES

1. NASCAR – various drivers, facts about them
2. Baseball – likes facts
3. Build Lego kits
4. \_\_\_\_\_

Describe in detail student's abilities in the skill areas listed in the boxes below; please be specific in terms of what student can do and cannot do:

SKILL AREA: Math (e.g., 1:1 correspondence, quantity, numeral identification, etc.)

DESCRIPTION OF SKILLS:

Phil is competent with higher level addition and subtraction. He knows his multiplication and division facts. He can identify coins, knows their values, and can use them to make purchases. Phil can tell time and use a calendar. He has been fairly successful with making change, time elapsed, multi-digit by one-digit multiplication, double-digit division with remainders, addition/subtraction of fractions with same denominator. We continue to work on multi-digit multiplication (he forgets his zero markers); reducing fractions and mixed numbers, and mixed story problems.

**SKILL AREA: Reading (e.g., letter & sound, name identification, sight words, etc.)**

**DESCRIPTION OF SKILLS:**

Phil appears to reading comfortably at the 2.5 level. He continues to struggle with syllabication, reading cadence, and vocabulary. He also has difficulties skipping words, and losing his place. He does not consistently check his own reading for meaning. On the positive side, Phil is interested in functional reading and does appear to have good comprehension.

**SKILL AREA: Writing (e.g., tracing, dot-to-dot, line & shape drawing, spelling, handwriting, composition, etc.)**

**DESCRIPTION OF SKILLS:**

Phil has been working on Third-Grade Spelling level as our focus has been vocabulary development. We have been focusing on his functional spelling (days, months, numbers) which is adequate. Phil continues to struggle with handwriting and has not received much instruction in cursive. He has difficulty with size and spacing. We have used graph paper and red-dy-space paper to give him visual cues. Composition is difficult for Phil. He can finish sentences with a visual prompt. He can write a 3-sentence composition with verbal cues. We are working on increasing his independence, adding adverbs and adjectives to increase the richness of his compositions. We are also trying to tie vocabulary development to written expression. In addition, increase product length and quality of his writing.

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**SKILL AREA: Science/Social Studies (e.g., labeling, categories, opposites, function, etc.)**

**DESCRIPTION OF SKILLS:**

Science: We have worked on vertebrates, invertebrates, 5 kinds of vertebrates, bugs, spiders, parts of the Earth, 3 kinds of rocks.

Social Studies: We have worked on states and capitals, map skills, regions, basic government, elections. We have toured the state capital building and the legislative buildings.

**SKILL AREA: ACADEMIC/CONCEPTUAL**

**DESCRIPTION OF SKILLS:**

Phil is competent with alphabetizing, grouping/categorizing (although vocabulary can limit him). He understands the concepts synonym, antonym, and homonym, but vocabulary can limit him. Phil knows 6 parts of speech and punctuation rules, but needs frequent review and does not always punctuate correctly.

**SKILL AREA: Home EC / Home management domestic**

**DESCRIPTION OF SKILLS:**

Phil has shown competence at fixing his own breakfast (getting food, some of which is pre-sliced), eating utensils, doing weekly and daily chores such as taking out the garbage/recycling, cleaning his sink after brushing teeth, helping with laundry (sorting, adding detergent, folding, putting away clothes), and putting away groceries. He has begun to help vacuum with some success. Phil continues to have difficulty using a broom or dust pan. In the community, he is very helpful with shopping, even using coupons with help from adults. He can make simple purchases at stores and restaurants and determine the correct change often.

**SKILL AREA: Hygiene / Appearance (e.g., grooming, dressing, toileting, table manners etc.)**

**DESCRIPTION OF SKILLS:**

Phil is generally competent with self-help. With getting braces, we will need to work on brushing teeth. He does not consistently check to be sure his face is clean after eating.

**SKILL AREA: TRANSITIONS (e.g., changing activities, tolerating changes in assignments, etc.)**

**DESCRIPTION OF SKILLS:**

Generally Phil transitions well, especially when given a written schedule. At times he will try to barter for extra time or to change the schedule.

**SKILL AREA: SOCIAL/EMOTIONAL (e.g., peer interactions, manners, greetings, affect, etc.)**

**DESCRIPTION OF SKILLS:**

Phil is a friendly boy and generally greets people, although if he has something on his mind, he will approach with a question rather than greeting first. At times he will make a statement when he really wants to ask a question and vice versa. Other goals are for him to learn how to laugh similar to age peers, how to provide calm affirmation, share topics with others without repeating or dominating the conversation.

**SKILL AREA: RECREATION/LEISURE (e.g., break times, free time, etc.)**

**DESCRIPTION OF SKILLS:**

Phil benefits from frequent breaks and spends his free time accordingly if he has clear choices and understands what he is to do. He enjoys talking to others so this sometimes causes disruption as he asks questions and makes many comments.

**SKILL AREA: COMMUNICATION (spontaneous expressive communication, receptive skills, etc.)**

How do you communicate with student?

Most often verbally. If he is overstimulated or angry, I write notes or use gestures.

How does student communicate with you when not prompted?  
verbally

What will student communicate for?  
needs, wants, attention

What augmentative devices are used (if any)?  
N/A

**DESCRIPTION OF COMMUNICATION SKILLS:**

He is high-functioning. Phil is very social, but can be tripped up in situations that he has not predicted.

**SKILL AREA: COMMUNITY (How does student manage him/herself in community?)**

**DESCRIPTION OF SKILLS:**

Phil manages himself well in the community and follows instructions. He does, however, need close supervision. He enjoys swimming, horseback riding, and playing basketball.

<b>SKILL AREA: INDEPENDENCE (How much does student do on his/her own?)</b>
How long will student work without cues? Depends on the task and his level of frustration; more frustration needs high cues.
What tasks hold his/her attention? NASCAR, baseball, playing board games
DESCRIPTION OF SKILLS:
<b>SKILL AREA: LEARNING STYLE</b>
Describe attention span: Very short compared to age peers, but much longer than years' past
Describe organizational skills: Phil enjoys organizing his work, sometimes he tries to barter about the work and makes alternative suggestions on the activity or task should be organized.
Describe task endurance:
Describe level of self control while working:
Describe reaction to teacher demand/intrusion: He does best if the demands are stated before.
Describe motivation to complete work: Sometimes to remove something from his list; often to earn a reinforcer – such as free time.
<b>SKILL AREA: BEHAVIORAL</b>
Describe all difficult behaviors: Phil can be obsessive when nervous, or when brushing teeth. During these times, it is hard for him to transition.
How frequently do these behaviors occur?
What triggers difficult behaviors? Sensory issues, feeling inadequate
How are behaviors typically managed? We use social stories, give him a new situation in which he can be successful.
How does s/he react to overstimulation (e.g., too many people, too much noise)? He will become too silly. At times he will find a quieter place.
Is s/he easily calmed once upset? Unless he has a major outburst, he usually calms easily with a transition to another activity.
Other comments re behavior:
<b>PERTINENT MEDICAL INFORMATION</b>
Medications:

Allergies: codeine
Other Medical conditions: Epilepsy
Other Pertinent Information:

<b>AUTISM MANAGEMENT</b>
Degree of autism: Mild-moderate HFA
Cognitive level or IQ: average
Unusual body or sensory responses/interests: Loves deep pressure, likes to spin
Any particular objects/topics of dislike?
Additional comments/questions: